IN SUMMARY

Responding Rapidly
Parents of West Virginia students have taken the state's new policy on extracurricular activities to court. **Story on Page 5.**

Changing Positions
Two Mississippi judges have reversed their positions and agreed to appoint school-attendance officers. **Story on Page 5.**

Challenging Assumptions
The influence of high school on students' transition to adulthood has been overemphasized, a new study concludes. **Story on Page 8.**

Joining the Union
If some New Mexico officials prevail, the state will no longer be the only one to refuse federal special-education aid. **Story on Page 8.**

Survey on Drug Use
High-school seniors' use of marijuana continued to decline in 1983, a federally sponsored survey says. **Story on Page 9.**

Regulating Private Schools
An appellate court has ruled that Michigan's education department has the authority to regulate nonpublic schools. **Story on Page 11.**

Reagan on Education
President Reagan said last week that his Administration has "put education at the top of the American agenda." **Story on Page 13.**

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THE WEEK

FEDERAL

E.D. Plan To Change Schools' Funding Draws Opposition

A proposal in the U. S. Education Department's fiscal 1985 budget that local school districts, and not the federal government, pay the operating costs of an elementary and a secondary school run by Gallaudet College—the nation's only liberal-arts college for the deaf—has drawn considerable opposition from college officials and Congressional leaders.

The operating costs of the Kendall Elementary School, which enrolls 201 day students from Washington, D. C., and the Model Secondary School for the Deaf, which enrolls 410 students from 33 states, is $18-million. The Education Department has allocated $8 million for research and teacher training; department officials think the remaining $10 million should be paid by the students' local districts, according to a department official who asked not to be identified.

Gallaudet's elementary and secondary schools—which operate at an estimated $16,000-per-student-per-year cost and which were established by the Congress as demonstration sites in 1970 and 1966, respectively—are the only programs for the deaf that have been completely financed by the federal government.

The proposed funding change drew opposition from college officials, who said the new plan would cause a decline in enrollment and favor wealthy students. In a letter to President Reagan, five Congressmen, including Representative Carl D. Perkins, Democrat of Kentucky and chairman of the Education and Labor Committee, voiced their dissatisfaction with the proposal. "There is a history of support in the House and the Senate for Gallaudet," said the Education Department official, adding that he does not think the proposal will pass in the Congress.

House Panel O.K.'s 21 As National Drinking Age

The House Energy and Commerce Committee last week approved a bill forbidding the sale of beer, wine, or liquor throughout the United States to people under 21.

The bill, which would not take effect for two years to give states time to change their laws, was approved following 90 minutes of debate.

An amendment to the bill, introduced by Representative James J. Florio, Democrat of New Jersey and author of the bill, calls for legal cases to be handled in state courts instead of at the federal-court level, according to a committee spokesman.

Nineteen states now have a minimum drinking age of 21; in other states, the minimum age ranges from 18 to 20. The bill will now proceed to the House floor.

House Asks States To Establish Panels on Teachers

The U. S. House of Representatives late last month approved a resolution urging the states to establish commissions on teacher excellence. As envisioned by the House in H J Res 203, the commissions would study such topics as teacher training, licensing, recruitment, and selection, and would make recommendations for improvements in each area. The resolution states that the commissions should report their findings to local, state, and federal education authorities.

The House also passed an amendment to the resolution that calls for the commissions to study alternative types of teacher compensation, including merit-pay and career-ladder plans. The resolution recommends that the states set up commissions; it does not require them to do so.

N.S.B.A Awarded Federal Grant for Excellence Training

The National School Boards Association has been awarded a $133,000 federal grant to provide technical assistance to local boards of education in the development of policies to achieve educational excellence.

The association received a separate $98,000 grant from the U. S. Education Department last year to lay the groundwork for the project, which is scheduled for completion in the fall of 1984. "Never has the leadership role of local school boards been more vital than during these times of rapid social and economic change," said M. Joan Parent, president of the association. "A school district's policies serve as a rationale, a prod, and an agenda for action that can lead to excellence."

The project has six objectives: to develop a data base on school policies that directly affect school excellence and to analyze those policies; to develop a users' guide for the data base; to schedule three regional seminars for state association staff members on how to help board members and administrators establish guidelines and policies to foster excellence; to schedule three regional seminars to provide assistance directly to school-board members; to schedule a conference at which school and business leaders can assess excellence strategies; and to develop a resource directory listing organizations that can assist school districts in promoting excellence.

NATIONAL

Candidate Glenn Proposes Voluntary National Service

In a campaign speech to college students in New Hampshire last week, Senator John Glenn advocated a voluntary national youth-service program that would provide educational grants to young people in exchange for community service.

The Senator, a Democratic Presidential candidate, told the students that he supports the revival of programs like the G.I. Bill of Rights, which provided World War II veterans with educational and housing benefits.

"We have been too tentative to inspire you and too timid to ask you to serve your country," he said. "I say it's high time we turn this situation around."

Two major themes of Senator Glenn's campaign have been the need to aid education and the importance of fostering a patriotic spirit.

Science Search Winners Named

The National Science Teachers Association has announced the 1983 winners of its Search for Excellence in Science Education, established to recognize exemplary science programs.

The 30 winning programs, chosen from 208 nominees in three categories—physics, middle school/junior high, and "nonschool settings"—were selected on the basis of their 1982-83 performances by an N.S.T.A. panel of scientists and science educators.

Representatives from the winning programs, located in such schools as the Whitney M. Young Magnet High School in Chicago and East High School in Salt Lake City, will be awarded plaques and certificates at N.S.T.A.'s annual meeting in Boston in April.

The search is co-sponsored by the Council of State Science Supervisors and the National Science Supervisors Association.

Physics: Roderick S. Dickens Jr., N.B. Forrest Sr. High School, Jacksonville, Fla.; Peter W. Insley and Chandra Bapu, Whitney M. Young Magnet High School, Chicago; Francis X. Finigan, Winchester High School, Winchester, Mass.; J. Bruce Bauer, Stillwater High School, Stillwater, Minn.; Charles Lang, Omaha Westside High, Omaha; LeRoy Kallemeyn, Lloyd Darrow, David Lynes, John Skrocky, Omaha Northwest High School, Omaha; Donald L. Williams and Frank J. Volpe, Scotch Plains Fanwood High School, Scotch Plains, N.J.; Howard N. Fowler, Centerville High School, Centerville, Ohio; Frank Hand, East Greenwich High School, East Greenwich, R.I.; LeRoy Lee, James Madison Memorial High School, Madison, Wis. **Middle/Junior High:** Sam S. Chattin, Scottsburg Jr. High School, Scottsburg, Ind.; David Arlander, Marvin Mikesh, Sam Bailey, George Lueder, Howard Monnet, and Roger Nelson, John Adams Jr. High School, Rochester, Minn.; Benjamin Richardson and Joseph Accongio, City School District of Rochester, N.Y.; Kathaleen Burke, Ann Michael,

Decline in Marijuana Use Reported Among Seniors

By Cindy Currence

High-school seniors' use of marijuana and several other illicit drugs continued to decline in 1983, but the use of cocaine continues at "peak" levels, according to the results of a federally sponsored survey of more than 16,000 seniors in 130 public and private high schools.

The national survey also found that an "alarmingly" high proportion of seniors reported that they engaged in "binge drinking."

The survey, which has been administered annually since 1975, is sponsored by the National Institute on Drug Abuse. The latest in the series was conducted by Lloyd D. Johnston, Patrick O'Malley, and Jerald Bachman, psychologists at the University of Michigan.

In the surveys of the last five years, the proportion of students who reported using marijuana daily has decreased steadily to its 1983 level of 5.5 percent, the lowest level since the drug-abuse institute launched the survey nine years ago. The 1983 level is down half a percentage point from 1982 and is about 5 percentage points lower than in 1978, when the reported daily use of marijuana peaked at 10.7 percent of the students surveyed.

"Clearly, American young people have become more cautious about the regular use of marijuana," agency officials said in the survey report released this month. "Much of this is attributable to their increased concern about the psychological and physical health effects of the drug."

The researchers found that last year 63 percent of seniors believed that regular marijuana smokers run a great risk of harming themselves physically or psychologically, while in 1978 only 35 percent expressed that view.

The report, "Drugs and American High School Students, 1975-1983," states that decreased availability of marijuana apparently does not explain the changes in the use of marijuana; 86 percent of the students said they could obtain the drug if they wanted it.

Barbiturate Use Down

Students also are using other drugs—including amphetamines, barbiturates, methaqualone, and L.S.D.—less often, the survey found. The decrease in barbiturate usage continues a long-term decline that began in 1975, when the proportion of students who said they had used barbiturates in the last year was more than twice as high as its 1983 level of 5 percent.

But not all drugs were found in the most recent survey to be used less frequently, and the researchers caution against concluding that the problem of adolescent drug abuse is over.

"We have experienced a leveling, and the beginning of a decline, in youthful drug involvement," said Mr. Johnston, "but we must not lose sight of the extent of the problem which remains."

The level of students' use of heroin and other opiates has remained virtually unchanged since 1979, as has their use of cocaine, the survey indicates. Of the seniors surveyed in 1983, one in six (16 percent) had used cocaine; 9 percent had used opiates other than heroin; and 1.2 percent had used heroin.

About 40 percent of seniors in 1983 said they had tried an illicit drug other than marijuana—approximately the same level as in 1979.

Alcohol and Cigarettes

The seniors' levels of alcohol and tobacco use changed only slightly from 1982.

Drinking patterns have stayed the same since 1975, according to the annual surveys, with 69 percent of the students reporting that they had used alcohol during the month preceding the survey.

"Binge drinking," which showed a slight decline in 1982, remained at an "alarmingly" high level, the researchers said of the latest survey; 41 percent of the students reported having five or more drinks in a row at some time during the two weeks prior to the survey.

The rate of cigarette smoking among high-school seniors did not change between 1982 and 1983.

Since the first survey in 1975, the proportion of seniors who reported they smoked cigarettes every day has dropped from 26.9 percent to 21.2 percent. In 1980, the survey reported a sharp decline in daily cigarette smoking—from 25.4 percent in 1979 to 21.3 percent. Since 1980, the proportion of high-school seniors who said they smoked daily has remained at about 21 percent.

High-School Senior Drug Use: 1975-1983

	Ever Used, Class of (Percentages)									Used in Last Year, Class of (Percentages)								
	'75	'76	'77	'78	'79	'80	'81	'82	'83	'75	'76	'77	'78	'79	'80	'81	'82	'83
Marijuana	47%	53%	58%	59%	60%	60%	60%	59%	57%	40%	45%	48%	50%	51%	49%	46%	44%	42%
Inhalants	NA	10	11	12	13	12	12	13	14	NA	3	4	4	5	5	4	5	4
Amyl & butyl nitrates	NA	NA	NA	NA	11	11	10	10	8	NA	NA	NA	NA	7	6	4	4	4
Hallucinogens	16	15	14	14	14	13	13	13	12	11	9	9	10	10	9	9	8	7
LSD	11	11	10	10	10	9	10	10	9	7	6	6	6	7	7	7	6	5
PCP	NA	NA	NA	NA	13	10	8	6	6	NA	NA	NA	NA	7	4	3	2	3
Cocaine	9	10	11	13	15	16	17	16	16	6	6	7	9	12	12	12	12	11
Heroin	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Other opiates	9	10	10	10	10	10	10	10	9	6	6	6	6	6	6	6	5	5
Stimulants	22	23	23	23	24	26	32	36	35	16	16	16	17	18	21	26	26	25
Sedatives	18	18	17	16	15	15	16	15	14	12	11	11	10	10	10	11	9	8
Barbiturates	17	16	16	14	12	11	11	10	10	11	10	9	8	8	7	7	6	5
Methaqualone	8	8	9	8	8	10	11	11	10	5	5	5	5	6	7	8	7	5
Tranquilizers	17	17	18	17	16	15	15	14	13	11	10	11	10	10	9	8	7	7
Alcohol	90	92	93	93	93	93	93	93	93	85	86	87	88	88	88	87	87	87
Cigarettes	74	75	76	75	74	71	71	70	71	NA	NA	NA	NA	NA	NA	NA	NA	NA

NA indicates data not available.

Note: Separate questions about the use of PCP (angel dust) and amy and butyl nitrates (poppers) were not asked until 1979.

Source: "Drugs and American High School Students, 1975-1983." National Institute on Drug Abuse. February 1984.

Indiana Civic, Business Leaders Urge School Reform

The Indiana Congress on Education, a coalition of 500 business, community, and education leaders, has decided that "education should be a high priority for the citizens of Indiana." The group voted last month to study how to increase the professional image and status of teaching and how to develop a salary system to attract and retain effective teachers.

The congress, founded two years ago by the Indiana Council on Educational Administrative Associations, voted on these and 30 other measures in an attempt to lay the groundwork for a statewide consensus on educational improvement. Following an initial meeting last June, the group met last month to approve the recommendations. The recommendations grew out of a series of interviews and hearings conducted by regional delegates over the last six months.

The recommendations will now be studied by the congress's futures committee, which will decide on strategies to implement the recommendations and report back to the congress this spring. "We are interested in changing public policy at a grassroots level," said Nancy Cobb, director of the congress. "We don't want to be just another lobby group."

Among the other recommendations for the state that the group will analyze:

- Developing a funding approach that will permit short-range and long-range educational planning;
- Recognizing educational excellence and rewarding academic achievement of students at all levels and learning abilities in all programs;
- Re-examining teacher-certification requirements;
- Reducing the nonteaching duties of teachers;
- Providing stronger leadership and support for teachers from the administrative and school-board level, especially in the area of discipline;
- Providing broad use of school facilities by the total community;
- Teaching communication, critical thinking, decision-making, problem-solving, and study skills as an integral part of learning; and
- Determining the curriculum needs created by demographic, economic, occupational, and technological shifts.

—A.B.

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Survey Shows 30 States Have Adopted Teacher-Competency Tests

20 States Have Started Using the Tests; 12 More Are Investigating the Concept

By Charlie Euchner

Led by the South, more than half of the states have enacted competency-testing programs for teachers, a new survey has found. All but three of the testing programs were enacted after 1977.

Some 30 states had approved testing programs as of last fall, and 12 states are studying the possibility of developing testing plans, according to a report by J. T. Sandefur, dean of the college of education at Western Kentucky University. The report said two states that earlier reported considering the adoption of testing programs—Iowa and South Dakota—had abandoned the idea. *(See accompanying Databank.)*

Mr. Sandefur, in his fourth such annual survey, last fall polled state education officials and teacher-education deans in all 50 states.

"These are efforts to assure the public that the teachers are safe to teach students—they have the tools they need," said Mr. Sandefur of the testing programs. "I hear a lot of people saying that tests are not the only answer, and I think they're right. But they're part of the answer."

The growing movement to test teachers stems from an earlier emphasis on student testing, Mr. Sandefur said.

Of the states adopting competency-testing laws or policies for teachers, 20 already have started to use the tests, according to Mr. Sandefur. Some 25 states' policies require testing for certification and 17 require testing for admission to teacher-training programs. Twenty-five states' programs use examinations to assess basic skills, 20 use tests to assess professional or pedagogical knowledge, and 19 use tests to assess knowledge of major academic fields, Mr. Sandefur's survey reveals.

Some 13 states use or plan to use only national, commercially developed tests such as the National Teachers Examination or the California Achievement Test. Another 11 states rely on tests developed by their own officials. Five states use both and one state did not report what tests it will use.

The reach of the testing programs varies greatly, the report says. For example, the Arkansas legislature last September passed a controversial measure that will require all teachers and administrators to pass basic-skills and academic-subject examinations by 1987 or risk losing their jobs. At the other extreme, Wyoming has no state testing law, but the only education college in the state now requires regular testing of prospective teachers.

Mr. Sandefur said educators now generally support the use of the examinations, although they resisted them initially. Today, he said, the tests tend to be favored by educators for the evaluation of prospective teachers but resisted for the evaluation of experienced teachers.

Cutoff Scores Too Low

Some educators—notably Albert Shanker, president of the American Federation of Teachers—have said the cutoff scores on the teacher tests in many states are too low to ensure that only competent individuals are allowed into the teaching profession. Civil-rights advocates have criticized the examinations as racially biased against blacks and some other minority groups, whose scores on the tests so far have been considerably lower than those of white candidates.

Perhaps the strongest influence on the growing use of competency testing has been the Southern Regional Education Board, Mr. Sandefur said. The organization of state education officials in 1979 advocated the use of teacher testing, and now all of its 14 member states have adopted programs, according to Mr. Sandefur. "Their influence is considerable," he said.

The next logical step in the development of testing programs, Mr. Sandefur said, will be the adoption by many states of "reciprocity" agreements. The S.R.E.B. last year called on its members to use the same tests and standards, and the organization is now developing proposals to put such a plan into effect.

In the early stages of the teacher-testing movement, legislators initiated most of the testing requirements, Mr. Sandefur said. Officials of state education agencies began to consider programs, he said, when the officials determined that "this is what the people want, and we need to beat them [legislators] to it."

So far, 11 states have mandated testing through legislation and 22 have mandated testing through regulation. Three states have mandated testing both ways.

The states listed as having at least partially implemented teacher-testing programs are Alabama, Arizona, Arkansas, California, Colorado, Florida, Georgia, Kentucky, Louisiana, Massachusetts, New Mexico, North Carolina, Oklahoma, Rhode Island, South Carolina, Tennessee, Utah, Vermont, Washington, and Wyoming.

States that have approved testing plans but have not yet implemented them, the study said, are Connecticut, Delaware, Mississippi, Missouri, Nevada, New Jersey, New York, Texas, Washington, and West Virginia.

States Reporting Planning or Discussion of Competency Assessment of Teachers—1983

State	Level		Skills Tested				Type of Tests		Year First Reported Planning
	Admissions	Certification	Basic	Professional	Academic	On-the-Job	Standardized	Customized	
Illinois	X	X	X	—	—	—	—	—	1980
Indiana	X	—	X	—	—	—	—	—	1980
Kansas	X	X	X	—	—	X	—	—	1980
Maryland	X	X	X	X	X	—	X	X	1982
Montana	—	—	—	—	—	—	—	—	1982
Nebraska	X	—	X	—	—	—	—	—	1982
New Hampshire	—	—	—	—	—	—	—	—	1983
North Dakota	—	X	X	—	—	—	—	—	1983
Ohio	—	X	X	X	X	—	—	X	1982
Oregon	X	X	X	—	—	—	X	—	1983
Pennsylvania	X	—	X	—	—	—	—	—	1983
Wisconsin	X	X	X	X	X	—	X	—	1980
Totals: 12	**8**	**7**	**10**	**3**	**3**	**1**	**3**	**2**	

Source: "Competency Assessment of Teachers: 1980-1983," by J.T. Sandefur.

States Mandating Competency Assessment of Teachers

	Mandate		Date		Level		Skills Tested				Type of Tests	
	Legislative	St. Bd. of Educ.	Mandated	Implemented	Admissions	Certification	Basic	Professional	Academic	On-the-Job	National standardized	Customized
Alabama	—	X	'80	'81	X	X	X	X	X	—	X	X
Arizona	X	X	'80	'81	—	X	X	X	—	—	—	X
Arkansas	X	X	'79	'83	—	X	X	X	X	—	X	—
California	—	X	'81	'83	—	X	X	—	X	—	—	X
Colorado	X	—	'81	'83	X	—	X	—	—	—	X	—
Connecticut	—	X	'82	'85	X	X	X	X	X	—	—	X
Delaware	—	X	'82	'85	—	X	X	—	—	—	X	—
Florida	X	—	'78	'80	X	X	X	X	—	X	—	X
Georgia	—	X	'75	'78	—	X	—	X	X	X	—	X
Kentucky	—	X	'82	'83-'85	X	X	X	X	X	X	X	—
Louisiana	X	—	'77	'79	—	X	X	X	X	—	X	—
Massachusetts	—	X	'79	'82	—	X	X	X	X	—	—	X
Mississippi	—	X	'82	'84	X	X	X	X	—	—	X	—
Missouri	—	X	'83	'84	X	X	X	—	—	—	X	—
Nevada	X	—	'82	—	X	X	X	X	X	X	X	—
New Jersey	—	X	'83	'87	—	X	—	X	X	—	X	X
New Mexico	X	X	'81	'83	X	X	X	X	X	—	—	X
New York	—	X	'83	'84	—	X	X	X	—	X	—	—
North Carolina	—	X	'79	'82	X	X	X	X	—	—	X	X
Oklahoma	X	—	'80	'82	—	X	X	—	X	X	—	X
Rhode Island	—	X	—	'81	—	X	—	—	X	—	—	X
South Carolina	X	—	'79	'83	X	X	X	X	X	X	X	X
Tennessee	—	X	'79	'79	X	—	X	X	X	—	X	—
Texas	X	—	'81	'84-86	X	X	X	—	X	—	X	—
Utah	—	X	—	—	X	—	X	—	—	—	X	—
Vermont	—	X	—	'82	—	X	—	X	X	X	—	X
Virginia	X	—	'80	'84	—	X	—	X	X	X	X	X
Washington	—	X	—	—	X	—	X	—	—	—	X	—
West Virginia	—	X	'82	'85	X	X	X	X	X	X	—	X
Wyoming	—	X	—	—	X	—	X	—	—	—	X	—
Totals: 30	**11**	**22**	**—**	**—**	**17**	**25**	**25**	**20**	**19**	**10**	**18**	**16**

Source: "Competency Assessment of Teachers: 1980-1983," by J.T. Sandefur.

Governors Propose School-Improvement Plans

By Sheppard Ranbom

The Governors of Connecticut, Illinois, and Pennsylvania proposed last week that their legislatures approve initiatives designed to produce substantial improvement in the performance of schools.

Gov. William A. O' Neill of Connecticut presented a $4-billion fiscal 1985 budget to the General Assembly that calls for a 10.8-percent increase in spending overall and an 11.8-percent increase in state support for education in grades K-12, according to Gordon Frassinelli, assistant state budget director.

Total expenditures for education would reach $693.1 million, up from $619.9 million in fiscal 1984.

"First and foremost is my concern for the education of our young people and my commitment to their future," Governor O' Neill said.

He said that the state's public schools "have a long and proud tradition of preparing students for higher education and the world of work," but that "there is still room for improvement."

To strengthen elementary and secondary education in Connecticut, the Governor included in his budget package a $44.6-million increase in state aid to local school districts and allocations totaling $5.5 million to establish new programs that would help move the state "along the path to educational excellence," Mr. O' Neill said.

The new initiatives would include $2 million to boost grants for compensatory education; $2 million to provide aid to poor "priority" school districts; $900,000 to develop proficiency tests for pupils in grades 4, 6, and 8; $115,000 to develop competency requirements for those entering teaching; $80,000 to provide incentive loans for those who choose teaching as a career; a $500,000 program for the professional development of teachers and administrators through educational institutes; and $50,000 to study raising graduation requirements.

"To build on the program I have outlined, I will soon appoint a high-level citizens' commission to develop a plan of action to assure excellence in our schools. This plan will serve as the basis for administrative and legislative action in the future, including the question of compensation for teachers," Governor O' Neill said.

The Governor said that the Assembly's plan to equalize education funding between districts would reach 95 percent of full funding in 1985.

ILLINOIS

In Illinois, Gov. James R. Thompson asked legislators to consider a number of education initiatives, including expansion of a master-teacher program, and promised to unveil a three-year reform blueprint for Illinois schools next month.

In his state-of-the-state message, the Governor proposed:

- Expanding a master-teacher program to reach every school building in the state, a plan similar to a program supported by Superintendent Donald G. Gill last month.
- Creating a mathematics and science academy—a residential high school for the state's brightest students. The academy would be located in a high-technology growth area and be linked with business and industry.
- Providing grants totalling $4 million for every school in the state for what the Governor called "discipline [and] school-climate improvements." The grants, an aide said, would be used to bring in consultants to work on curricular development and conduct training workshops for teachers.
- Appointing a commission to examine ways that school districts can operate more efficiently.

Governor Thompson will not release his fiscal 1985 budget until early March; he pledged to offer more comprehensive measures for school reform at that time.

Most state education leaders were disappointed recently when Governor Thompson virtually doomed any substantive reform efforts for this year by opposing extension of an income-tax increase that was enacted last year and is due to expire on July 1.

Nelson Ashline, deputy state superintendent, said he was "heartened by the amount of time the Governor devoted to education in his speech," but added that "we remain concerned about how much money he intends to spend for education."

Reginald Weaver, president of the Illinois Education Association, voiced reservations about the Governor's priorities, saying the chief goal should be adequate support for basic education.

PENNSYLVANIA

Gov. Richard L. Thornburgh's $15.5-billion budget package for fiscal 1985 includes significant increases in instructional support for public schools.

The Governor recommended a 7-percent increase—or an additional $124 million—next year for the basic instructional subsidy for local school districts. He also called for an additional $15.3 million for the state's special-education programs. The 7-percent increase for special education, he said, would "maintain Pennsylvania's standing as a national leader in this particular field."

To improve education in the state, Governor Thornburgh urged the legislature to approve an "agenda for excellence" that would cost the state an additional $48 million next year.

The plan calls for "$10 million to

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PRINCIPALS
Awareness of the importance of principals in leading school-improvement efforts has reached the Congress, but strengthening the professional skills of school leaders, many say, will also require changes at the local level in how they are selected.

See Page 8.

PLANNERS
A network of schools has formed to address an issue that many educators say receives too little attention in most school districts—long-range "strategic" planning of curricula to meet the needs of students in the next century.

See Page 12.

TEACHERS
New studies contradict the beliefs that students are not interested in the teaching profession and those entering it are less academically able than those entering other fields; and a survey examines current teacher supply and demand.

See Pages 10 and 11.

EDUCATION WEEK

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Sizer Announces School Coalition To Try Reforms

By Charlie Euchner

WASHINGTON—Theodore R. Sizer, whose report on American high schools was released here last week, has announced the creation of a coalition of schools that will attempt to implement the reforms outlined in his study.

Mr. Sizer, former dean of the Harvard Graduate School of Education and headmaster of Phillips Academy at Andover, Mass., said he would recruit five to 12 public and private schools to become part of the "coalition of essential schools." The coalition will be headquartered at Brown University and will operate for 10 years starting this fall.

The proposals included in *Horace's Compromise: The Dilemma of the American High School* would fundamentally alter the way public and private schools operate, Mr. Sizer said. Teachers would have responsibility for fewer students than most do now, the curriculum would be simplified, students would be required to demonstrate

Continued on Page 17

Final Passage Likely Of Career-Ladder Bill

By Charlie Euchner

Gov. Lamar Alexander of Tennessee this week could sign into law the legislation that he has been promoting for more than a year—a measure that would fundamentally alter the teaching profession in the state's public schools.

The Senate passed the so-called master-teacher legislation—under which the state would increase taxes and create a "career ladder" for teachers—earlier this month. The House last week passed its own version, and, two days later, the Senate began the final stage of maneuvering by considering whether it would accept the House version of the legislation.

Governor Alexander called the special session of the legislature seven weeks ago to deal exclusively with education issues. *(See Education Week, Jan. 11, 1984.)*

The Tennessee Education Association was bitterly opposed to the teacher initiatives until last month, when it reversed its position and reached a compromise with supporters of the bill in the Senate.

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Education and the Democrats: The Contest Begins

By Thomas Toch

During the debate between the Democratic Presidential candidates staged 10 days ago in Des Moines, the Rev. Jesse L. Jackson and former Vice President Walter F. Mondale were asked what they felt the proper federal role in education should be and what specific programs they would offer to strengthen schools and colleges.

"First of all," Mr. Mondale replied, "the President must lead in providing financial help for elementary and secondary education. . . And I have a major, carefully calibrated program to bring that about."

Mr. Jackson, in his response, said adequate funds are necessary to ensure an "opportunity" for good schooling. But he also talked of a "crisis in effort" in education.

Too many students are watching television instead of studying, school athletics are emphasized at the expense of academics, and parents are failing to discipline their children in the rigors of school work, he said.

The response earned him one of the evening's loudest rounds of applause from the audience of 3,800 Iowans.

As the eight Democratic contenders prepared for their first major primary contest this week, the enthusiastic response to Mr. Jackson's answer, observers of education politics say, pointed to the dilemma the candidates and their party face in carving out effective ways to use the education issue to their advantage in the November election.

The observers note that President Reagan has for months done what Mr. Jackson did in Iowa—successfully discuss education policy, not in the traditional terms of appropriations levels or new federal initiatives, but by affirming values and beliefs held by many Americans. Mr. Reagan has endorsed prayer, discipline, rewarding merit, and freedom of choice in his recent addresses on education.

Continued on Page 15

Police Seizure of Student Discipline Records Provokes Outcry

N.J. District Officials Unsure of Reason for Action

By Cindy Currence

School officials and parents in Summit, N. J, an affluent suburb of Newark, have reacted with anger and legal countermoves to the "unprecedented" confiscation by local police of student discipline records from central administration offices and the principal's office of the district's one junior high school.

According to Anne Cooper, a spokesman for the Summit School District, the police who presented school officials with a search warrant on Feb. 9 were looking for information on students who had been suspended from the school district for drug-related incidents.

"Four plain-clothes policemen came in the front door and went straight to the the superintendent's office," Ms. Cooper said. The police officers spent two hours going through the suspension records in the office of Superintendent of Schools Richard Fiander. The officers searched in files from as far back as 1975 and removed an unknown number of the files, all of which contained information on students who had been suspended for drug-related infractions, Ms. Cooper said.

The search of the junior high school "was quite another scene," Ms. Cooper said. There, three officers arrived and removed all the school's disciplinary files for the last eight years. They took hundreds of files, Ms. Cooper said, that included information on "everything from snowball fights to more serious incidents."

Based on language in the warrant that authorized the search, school authorities speculate that the police department may be investigating drug activity in the 2,900-student school district, but according Ms. Cooper, the motive behind what she characterized as an "unprecedented" search and seizure remains a mystery.

At the time of the search, Mr. Fiander said, he immediately called the school district's lawyer, Steven Hoskins, and within 24 hours, the lawyer filed an emergency motion seeking the return of the students' records.

On Feb. 10, Superior Court Judge Edward W. Beglin Jr. ordered police to turn the records and related materials over to the court to be held until a judgment regarding the legality of the search is made.

Records on 'Crimes'

The search warrant police officers produced for Mr. Fiander and the principal of Summit Junior High School authorized the seizure of "all records pertaining to any crimes committed in the Summit Junior High School by students and any records of disciplinary actions taken against these students."

The warrant also authorized the seizure of "evidence as a result of these crimes, such as narcotics and alcoholic beverages."

The police department's action was "ab-

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IN SUMMARY

Alabama Joins 'War Against Mediocrity'
Governor Wallace has proposed major reforms for education and an increase in taxes to finance them. **Story on Page 5.**

Oklahoma Responds to a 'Crisis'
A temporary tax increase will avert a deficit that would have wiped out many recently enacted school reforms. **Story on Page 5.**

Maine Moves Toward Changes
A commission is recommending higher teacher salaries, a master-teacher plan, and changes in teacher certification. **Story on Page 6.**

Proposals Advance in North Carolina
Governor Hunt's special commission has recommended limited class sizes and a recommitment to learning. **Story on Page 6.**

Upgrading Education in Texas
The state board of education has tentatively approved curriculum reforms that include higher graduation standards. **Story on Page 7.**

School Finance in Wyoming
A review of the new school-finance formula adopted a year ago indicates that it is working but could be improved. **Story on Page 7.**

Tomorrow's Agenda
Twenty-three schools have formed a network to address the topic of long-range strategic planning for schools. **Story on Page 12.**

The Annual Report on P. L. 94-142
For the sixth consecutive year, the number of students in special-education programs has risen, the report finds. **Story on Page 13.**

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THE WEEK

FEDERAL

Sen. Hatch Seeks Compromise on Bill For Math, Science

The chairman of the Senate Labor and Human Resources Committee has formulated a plan to keep proponents of school-desegregation aid from adding a controversial amendment to the bill that would create a $425-million program for the improvement of mathematics and science instruction.

According to Senate aides and local school officials, the chairman, Senator Orrin G. Hatch, Republican of Utah, has proposed adding $60 million to the mathematics-science bill for large urban school districts that lost money as a result of the creation of the Chapter 2 education block-grants program in 1981. Most of those losses occurred because desegregation aid under the Emergency School Aid Act was folded into the block-grants program.

A group of Senators led by Daniel P. Moynihan, Democrat of New York, and Thomas F. Eagleton, Democrat of Missouri, has planned to offer an amendment to the mathematics-science bill that would resurrect E.S.A.A. with funding of $100 million annually. The measure has languished in the Senate since its approval by the Labor and Human Resources Committee last May because of Senator Hatch's opposition to the proposed rider.

The compromise proposal being circulated by the committee chairman would earmark $10 million for the creation of science-and-technology summer camps for urban students. The remaining $50 million could be used by the urban districts for the creation of magnet schools, equipment purchases, and other projects to upgrade academic achievement.

According to Larry O. Maynard, a past president of the National Committee for School Desegregation and a strong proponent of the proposed E.S.A.A. amendment, the main objection to Senator Hatch's proposal is that it contains no language regarding school desegregation. He added, however, that backers of the amendment are "encouraged that the Senator seems willing to reach a compromise on the matter."

Rep. Edwards Raps Justice Department's Brief in Denver Case

The U. S. Justice Department's recent decision to participate in an upcoming school-desegregation trial in Denver represents "yet another step backwards in civil-rights enforcement," the chairman of the House Subcommittee on Civil and Constitutional Rights said last week.

Earlier this month, the department filed papers with a federal district judge in Denver outlining the legal precedents it believes the court should consider in determining whether the 52,000-student district has adequately complied with previous orders to desegregate.

In its Feb. 8 filing, the department's civil-rights division noted it has not yet taken a position on the merits of the school board's motion seeking "unitary" status. It said it expects to file a "friend-of-the-court" brief in April "setting out in greater detail our legal analysis and conclusions."

In the papers it filed with U. S. District Judge Richard P. Matsch, the department said courts should adopt a two-part test for determining when to end school-desegregation orders.

The first, it said, was "whether the defendant school authorities have fully and faithfully implemented a constitutionally acceptable desegregation plan designed . . . to eliminate all vestiges of the prior dual system." The second is "whether the school officials have subsequently refrained from intentionally segregative acts."

Representative Don Edwards, Democrat of California and chairman of the House subcommittee, urged Judge Matsch to reject the legal framework being advanced by the department. If the department's position is adopted, "it won't matter if proven [violators] of the law in this, or any other, school-desegregation case succeed in righting the wrongs they were found to have committed," he said.

"It will be enough if they can say that they made a good-faith effort," Representative Edwards continued. "In other words, results are irrelevant as long as they said they tried."

NATIONAL

Bar Association Members Favor Performance Pay

Most of the members of the American Bar Association who responded to a recent survey said they favored awarding salary increases and promotions to teachers based on performance evaluations rather than on a seniority system.

According to the results of a telephone survey conducted for the *American Bar Association Journal* by Kane, Parsons & Associates of New York City, 78 percent of those questioned said they supported performance-based pay scales.

Sixty-nine percent of the 525 association members and all of the 82 members of the law-student division surveyed said they favored raising college-admissions standards to require competence in core subjects, including English, mathematics, and science.

The survey, which appears in the February issue of the *Journal*, also found that 83 percent of those surveyed think students taking remedial work should achieve grade-level competence before being promoted.

Only 30 percent of the respondents said they favored a policy of isolating habitually unruly students in special schools.

Some 47 percent of those questioned said they favored tracking students on the basis of standardized-test performance in remedial, vocational, or college-preparatory programs. And 54 percent said they supported granting parents deductions or credits on their state income tax for private-school tuition.

STATES

Protesting Teachers Stand in Line for Custodian's Job

About 100 public-school teachers protesting their low salaries lined up outside a post office in Summerville, S.C., this month to apply for a custodian's job that offered $7,000 more than starting South Carolina teachers make.

"We're doing this as a protest because we want to show people that we make much less than a janitor who doesn't even need to have a high-school diploma," said Eileen Maness, a junior-high-school teacher in Summerville.

The annual salary for the custodian's position was listed as $19,867 by the post office. The average salary for public-school teachers in South Carolina is about $12,000, Ms. Maness said .

She added that the teachers participating in the demonstration hoped their action would draw attention to Gov. Richard Riley's plan to improve education. The Governor has recommended that the state provide additional funds to education for improving teachers' salaries.

Board of Education Reassessing Texas School-Finance Plan

Anticipating a special legislative session in June, the Texas State Board of Education is re-examining the state's school-finance formula, with an eye toward improving teachers' salaries and narrowing the